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ABSTRACT

The Council for Cultural Co-operation is intended to promote interaction among European nations and to initiate cooperation in remodelling educational systems. Programs have been created to permit the exchange of teachers and of educational technology, and to facilitate the mobility of Europeans through a system of qualifications equivalency and through the education of immigrant children. The Council encourages the exchange of information and research results concerning all levels of education, and the frequent interchange of artistic activities and sporting events. The appendix includes a list of sponsored activities, reports, and an outline of the Council's finances for 1974. (EMH)

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FOR

CULTURAL CO-OPERATION

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CULTURAL FUND

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ANNUAL REPORT 1974

STRASBOURG

1975

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This report has been prepared by the Council for Cultural Co-operation in pursuance of Article V, paragraph 4, of the Statute of the Cultural Fund, which requires the Council to "transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly".

It has been circulated as a document of the Consultative Assembly of the Council of Europe under the serial number: Doc. 3625.

At the time of going to press, it had not yet been examined by the Committee of Ministers.

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INTRODUCTION

The year 1974 was notable for two major developments, the first of which concerned the implementation of Opinion No. 10, which was endorsed by the Committee of Ministers of the Council of Europe in November 1973 subject to certain slight amendments[1]. To this end it was foreseen that the five new intensive projects which were to from the nucleus of the CCC's future programme (two, namely EUDISED and Permanent Education were already under way) [2], would not be launched until mid-way through 1974, owing to the necessity of recruiting programme advisers and assistants on a medium-term basis. In the event it proved difficult to recruit within this time-limit persons of high calibre willing to absent themselves from their work in their home country for two or more years. Thus work on some of the projects was delayed by a further few months. By the beginning of 1975, however, all the necessary staff were appointed. The progress made in each of these projects is described in the body of the present report.

Another implication of Opinion No. 10 was that there should be a reduction in the number of activities undertaken and greater concentration around major themes. This process of concentration was taken a step further during 1974 with the result that the 1975 programme adopted at the 28th Session will hinge upon some eleven areas of study, to which must be added a number of operational schemes, such as the bursary scheme for the in-service training of teachers, the co-production of teaching and learning resources, the European Art Exhibitions etc.

The second development was of a much more far-reaching nature, for it has policy implications which go beyond the field of educational and cultural co-operation and will be settled in the last instance by the Committee of Ministers of the Council of Europe. Insofar as the CCC is concerned, at the 26th Session of the CCC (4-10 October 1974) the Secre-

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1. This text, which redefined the functions of the CCC, was reproduced in the Annual Report for 1972 (Appendix B).
2. These projects are listed in the Annual Report for 1973 (Introduction).

tary General and the representative of the Consultative Assembly made important statements which raised a number of fundamental questions:

— is the CCC in a position to give the necessary political guidance for determining the programme priorities of the Council of Europe in the educational and cultural fields, or should there be a superior body at Ministerial level to provide such guidance: a body with more direct responsibility for the Council of Europe's work than can be assumed by the autonomous Conference of European Ministers of Education, from which the CCC at present takes inspiration in formulating the greater part of its programme?

— is the impact of the CCC's work on governmental policy sufficient to justify the maintenance of a programme conceived on present lines, or should the nature of the programme be modified?

— is the present work too technical in nature and too little policy-oriented, and more particularly is it closely enough related to the aim defined in article 1 of the Statute on the Council of Europe which reads as follows: "to achieve greater unity between its Members for the purpose of safeguarding and realising the ideals and principles which are their common heritage and facilitating their economic and social progress"?

— should the educational and cultural work of the Council of Europe be more closely geared to the interests of a wider public rather than aim at target audience defined as "decision-makers"?

These and other subsidiary questions arising from the two statements will be discussed by the CCC at its 27th Session in February 1975. It is premature, therefore, to comment further on these in the context of the present annual report.

I. EDUCATIONAL DEVELOPMENT

Within the framework of the CCC's overall education programme the activities carried out fall into two main groups:

A. Promoting European interaction; and

B. Cooperating in remodelling educational systems.

The activities detailed in section A may broadly be described as relating to the "service" function of the CCC; they may be categorised as aiming to remove barriers to international communication in Europe, and they are therefore of primary concern to the CCC in its specifically *European* role.

Ultimately the work in section B has the same purpose as that in section A. This assumes long-term perspectives, however. In terms of more immediate objectives, these projects are *education* centred, i. e. they are primarily designed to help governments to improve their educational systems through cooperating in comparative studies and developing a common approach. For this purpose the elements of educational systems of greatest interest to the CCC, and where the CCC can produce work to the greatest benefit of its member governments, are those which are currently undergoing general change; it is at the point where a component of an educational system is being reformed that the opportunity exists to ensure (a) that separate national reforms do not increase incompatibility between national systems, and (b) that experience in one member State can be made available to policy-makers in others. Any form of innovation in education is therefore of intrinsic interest to the CCC. Section B describes the CCC's activities in some of the most significant of the areas of educational reform currently being studied.

I. A. PROMOTING EUROPEAN INTERACTION

i. Exchange agreements

a. *Teacher Bursary Scheme*

The CCC's bursary scheme for short-term training courses for teachers in other countries, set up in 1971, has continued to expand. In 1974 200 bursaries were offered by the United Kingdom, 48 by the Federal Republic of Germany, 15 by Austria, 15 by Switzerland, and 10 by the Netherlands. The CCC, whose Secretariat provides the administration of the scheme, is financing the travel and participation costs of some 75 of the bursary holders in 1974-75.

The value of this activity was confirmed at the 1974 meeting of representatives of educational non-governmental organisations, which expressed gratitude to the CCC for organising the scheme and recommended its extension.

b. *Council of Europe Higher Education Scholarships*

In 1973, following an initiative of the United Kingdom, in the form of an offer of 50 European fellowships for post-graduate studies, a multilateral European scholarship scheme was set up.

The scholarships are open to post-graduate students from all CCC member countries and aim to benefit more particularly those countries not already linked by bilateral cultural agreements. The scheme is designed to enable scholarship holders to spend from one to three years in an educational institution of another member country.

Offers of scholarships in 1974 were as follows: United Kingdom 50; France 10; Greece, Italy, Sweden and Switzerland — 5 each. The

selection of candidates and the detailed administration of the scheme is the responsibility of the participating governments; the role of the Council of Europe is one of general supervision, assistance with publicity, and periodic review of the operation of the scheme.

c. *Technical Assistance*

A project for the development of modern language teaching in Turkey has been in operation since 1968. It consists of

a) the sending of experts to Ankara to advise the Turkish Government on such problems as the preparation of school textbooks and the use of equipment;

b) the sending of Turkish experts (administrators from the Ankara Centre or modern language professors occupying key posts) to take part in short courses abroad;

c) the sending of Turkish teachers to take part in 10-month further training courses abroad (in France, the Federal Republic of Germany, and the United Kingdom).

In 1974 a stocktaking meeting, attended by co-ordinators and language experts, was held to evaluate the results of the programme so far. The meeting examined a report prepared by the Turkish authorities on the results achieved by revision of schoolbooks and teaching materials, modern methods of teacher training and the extension of the Modern Language Centre in Ankara. The experts visited classrooms to make on-the-spot evaluations of new teaching methods being put into practice. It was agreed that substantial progress had been made.

The meeting recommended the continuation of the programme up to 1978 in its present form. Further advice was given to the Turkish authorities on the development of teaching methods and motivation of both pupils and teachers.

It was suggested that member States should be invited to co-operate with Turkey on a bilateral basis with the aim of improving teacher training and of assisting in the preparation of radio and television programmes.

There is also a scheme to enable Cypriot teachers of various disciplines to attend further training courses abroad, with a view to taking up employment at the Pedagogical Institute which is at present being established in Cyprus. Two teachers attended courses in the United Kingdom in 1974 with financial support from the United Kingdom and the CCC.

ii. Language learning

The CCC is fully aware of the need to improve and intensify modern language teaching if mutual understanding and co-operation in Europe is to be achieved. In 1973 it confirmed its recognition of the key role to be played by modern languages — in particular in facilitating mobility — and invited its committees to co-operate in launching a new programme in this field. Proposals for the development of this programme were discussed by the CCC at its 26th session, in October 1974, and an interim programme was adopted.

The first part of the programme relates to the development of a unit/credit system for language learning. This project developed within the context of the CCC's adult education programme, but is now agreed to offer possibilities for wider application.

The idea of a unit/credit system opens up new prospects of devising a language learning system adapted to the needs and motivations of the individual learner. A specification has now been prepared of a minimum level of general foreign language proficiency ("threshold level") which will form the basis of the system, along with the contents specification for the threshold level in English. The model threshold level is non-language-specific to the extent that it is intended to be valid for all the languages spoken in the member states of the Council of Europe.

The remainder of the system is to comprise a range of further levels and units designed to meet the learner's specific needs — e. g. in regard to professional life. The system could thus provide a framework not only for the harmonisation of the content of language courses, but also for assessing language proficiency for the purposes of formal (international) recognition of qualifications.

The project has is designed to harness the resources of multi-media organisation, with international co-ordination of production activities, so as to achieve significant economies of scale and maximum impact in the effort to break through to the educationally underprivileged. In January 1974 a joint meeting was held of the group of experts responsible for the implementation of the modern language project and of experts in educational technology. The meeting also dealt in particular with the contribution of multi-media teaching strategies to the implementation of the unit/credit system.

The group of experts also met in Stockholm in April 1974 to have a preliminary exchange of views with leading producers of multimedia language courses for adults and to enable members of the group to acquaint themselves directly with relevant Swedish work in this field. The meeting

proved valuable as an initiation of a working relationship with producers/organisers of multi-media language programmes. The findings of the group of experts were welcomed as a framework for planning multi-media language programmes with a view to possible co-development and co-production.

Preparation was begun for a colloquy of producers, organising agencies and "consumers" to be held in 1975 in London at the BBC.

It is hoped that this collaboration will lead directly not only to advances in the methodology of multi-media operations, but also to the strengthening of multi-rational activity in joint planning, development, production and exploitation of language courses and materials.

A further meeting of experts was held in October to study the threshold level specification which is now being adapted to French, German and Spanish. Its publication, in the English version, is to be undertaken without delay, and initial distribution will be on a large scale. Mean while work is also continuing on the detailed analysis of the language needs of adults.

In December 1974 a meeting of experts on the teaching of modern languages was held to examine the possibility of specifying a threshold level appropriate to the needs of learners in compulsory general education.

The meeting adopted a statement stressing the importance of language learning in compulsory education and the desirability of identifying a first level of proficiency which would be common to school children in all countries, capable of being reached by the great majority of pupils and which would enable communication (especially oral) to take place between children or adults in the language studied. The meeting requested the urgent preparation of a definition of the threshold level adapted to compulsory education.

The second part of the CCC's language programme concerns the early — primary stage — learning of a modern language. This follows up the work undertaken at symposia held in Turku in 1972 and Wiesbaden in 1973. A meeting of experts was held in November to draw up proposals for future working methods and for studies to be commissioned. The recommendations of the symposia were examined in detail, and the framework for a study of pilot projects in member States of the CCC was drawn up. It was proposed that a synthesis be commissioned of work done so far in the field of psycholinguistics.

As a third element in this programme, the CCC has asked the Secretariat to discuss with the International Association for Applied Linguistics possibilities of future collaboration, particularly in regard to languages for migrant workers and problems of psycholinguistics.

iii. Equivalence of qualifications and mobility

a. *Equivalence of qualifications*

The increasing political importance of greater mobility of qualified manpower in general, and of students and teaching/research staff in particular, was recognised by the CCC in the launching of an intensive project on the theme "Equivalence of qualifications". There is general agreement that the Council of Europe should concentrate on the question of academic equivalence, leaving that of effectus civilis to the European Communities.

The Working Party directing the intensive project met twice in the course of 1974. At the first meeting the main purpose was to put forward proposals for the future work and for the setting up of a network of equivalence centres. In March, the Committee of Ministers adopted Resolution (74) 10 on this subject, which "Strongly recommends the setting up of a competent centre or service in countries where national equivalence information centres or services do not yet exist."

The function of these centres or services is described as

— to collect and provide up-to-date and reasonably detailed information on *national* institutions of upper secondary and higher education;

— to make the information so collected available to similar information centres in other countries which are signatories of the European Cultural Convention, and to the Secretariat of the Council of Europe;

— to collect and provide at least a minimum of information on *foreign* education systems (including the objective assessment of foreign qualifications and existing equivalence arrangements) and in particular on those of the signatories of the European Cultural Convention."

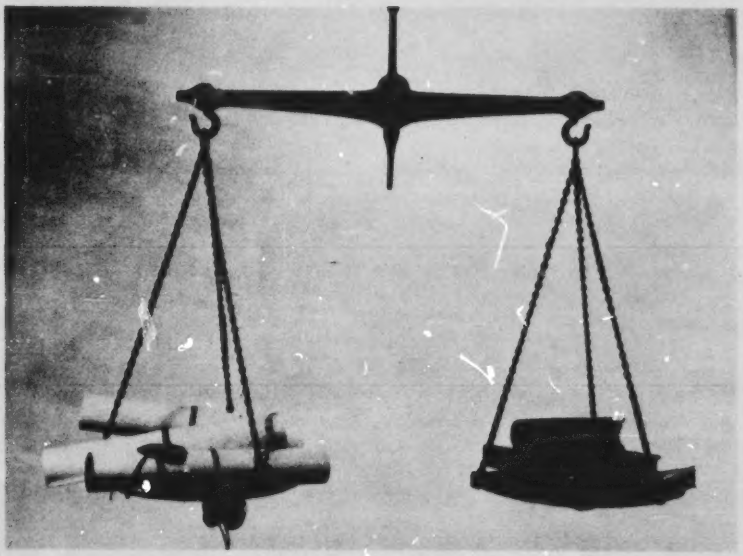
The second Working Party meeting considered further measures to be taken to implement this resolution, and reviewed the progress made in the course of the year in the different topics involved in the project:

Computerised personal files for students

A meeting held on this subject agreed that a continuing exchange of information should take place on progress in universities with computerising personal files but that there was no actual need for harmonisation of practice in different countries.

Protection of academic degrees, titles and diplomas

A meeting was held to discuss measures required to counteract the selling of bogus degrees and protect academic titles. It was concluded that



Equivalence . . .

Protection of academic degrees

sufficient protection existed except in Ireland, Malta, the United Kingdom and possibly Sweden. The "degree mills" could be dealt with by improving information and warning the public of the dangers of bogus degrees. The press communiqué issued after this meeting achieved widespread publicity. A list of institutions known to award "degrees" not based on an assessment of serious work is available on demand.

Comparative repertory of European qualifications

The second volume (Belgium, the Netherlands and Luxembourg) in this series was published in 1974. The first volume dealt with France and the United Kingdom and a further 4 volumes are in preparation. The repertory is being edited at the Katholieke Universiteit Leuven with the aid of a grant from the Council of Europe. It is supervised by an international committee.

Level of attainment to be achieved in university courses

Working parties met to propose guidelines to be agreed for the levels of academic achievement in medical education and pharmacy. They suggested that a European Academic Advisory Council should be established for each of these subjects. Consultations are now taking place to ascertain the strength of support for such committees.

The interpretation of the European Convention on equivalence of diplomas leading to admission to universities was extensively discussed at several meetings in 1974.

A working party proposed guidelines for the application of the convention, which may be summarised as follows:

1. The purpose of the Convention is to promote student mobility but not to solve problems arising out of national university policy and practice; no country short of university places can therefore insist that neighbouring countries must admit all its students who fail to find a place at a university at home.

2. The Convention gives holders of foreign school certificates a right to *apply* for admission to a university but does not mean that the applicant must then be admitted.

3. Holders of foreign secondary school certificates shall be treated, for purposes of admission to institutions of tertiary education, in the same way as holders of national certificates, subject however to certain specific, agreed exceptions where "discrimination" shall be permitted.

4. If there are not enough places available (numerus clausus) the *admission of foreign students may be restricted.*

It would however be against the spirit of the Convention to exclude them compietely.

5. In the case of restricted admission, the selection of foreign applicants must be based on objective criteria.

6. National and/or University authorities would be justified in making sure that foreign applicants meet the specific requirements of the study course they wish to take and know the language.

These guidelines were approved by the Committee for Higher Education and Research in April and then discussed at the CCC's 26th session in the course of a debate held on the subject "some policy issues in higher education". The CCC agreed that the guidelines (CCC/ESR (74) 20 rev.) should not constitute an official (binding) interpretation but should be issued to national authorities and universities as an aid to the practical application of the Convention.

b. *Special Project on "Mobility of students and staff in higher education and research"*

A Special Project, involving thirteen member States [1], participating on a voluntary basis, and entirely financed by those countries, has been set up in the field of "Mobility of post-graduate students and staff in higher education and research". The project has the dual aim of improving information on mobility and devising measures or principles for reducing the obstacles to mobility.

In relation to information, it is hoped that it will prove possible to establish a linked network of national information centres or services, and to reach agreement on details of the precise information required, ways of presenting it and procedures for exchange of information.

An in-depth analysis of the legal, administrative and financial obstacles to mobility is being undertaken and work will concentrate on reaching agreement on recommendations for practical short-term action to facilitate mobility.

The project will run for a two-year period initially (1974-75); and is organised by a small team of consultants, under the supervision of a steering group comprising representatives of the educational authorities of the participating countries.

The political importance of this development is increased by the fact that the results of the project will be made available to all member countries. The project is expressly designed not only to help those member countries most directly interested in improving the mobility of graduates and their establishment abroad, but also to encourage other European countries to take advantage of the solutions found.

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1. Austria, Belgium, France, the Federal Republic of Germany, Iceland, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, United Kingdom.

A network of national liaison officials has been established in the course of 1974. Arrangements have been proposed for tasksharing with the Communities and close contacts are being maintained with those responsible for this field in the Commission.

c. *Educating the children of migrants*

In November 1974 an ad hoc conference, organised jointly by the Council of Europe and the Standing Conference of European Ministers of Education, was held on the subject 'the education of migrants'.

There were working parties on the following themes:

1. The position of the immigrant and his family on arrival in the host country;

2. Educational provision before and during the host country's compulsory schooling period;

3. Opportunities for vocational and technical training and general education for adults and adolescents.

Twenty countries provided reports on problems relating to educating and training migrants and their children.

The conference recommendations defined the following priority areas for action and research:

— Language teaching: migrants' children should have a good knowledge of their mother tongue and indigenous culture, as a foundation for their development and the learning of other languages, although the host country's language and culture must also be taught actively and intensively so as to help migrants to find their place in the educational system or in work and society as soon as possible.

— Equality of opportunity: firmer steps should be taken to achieve equality of opportunity between migrants and nationals, socially and educationally. In schools, separate classes for migrants' children should be dispensed with as soon as possible. Vocational and pre-vocational training programmes for adolescent and adult migrants should be developed.

— Information: migrants should be supplied with information on living conditions in the host country before leaving their home country and on arrival and during their stay in the host country. They should be helped to make effective use of information available.

— Co-ordination of action: there should be more co-ordination nationally, and closer co-operation between host and home country.

— Resettlement in the home country: governments should recognise as equivalent certificates issued by the host and home country.

Arrival

Photo: Fototeca Scrizio. Informazioni Italia

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— Training of teachers: teachers should be made aware of the education implications of the migrant worker situation. Additional training should be provided for teachers who will be in charge of reception classes and for those already teaching classes which include migrants' children. Teachers from the countries of origin should also be able to attend courses in the host countries in order to gain better understanding of their language, culture and educational system.

The CCC's programme relating to this subject so far includes 3 aspects of this general problem:

— Pre-school education of migrant workers' children: this is to be one of the themes in the intensive project on pre-school education which will start in 1975.

— Specialised and supplementary training of teachers for migrants and their children: a new programme of activities, following up the recommendations of the ad hoc conference, is to be prepared in 1975.

— School career record: a detailed proposal for a school career record for migrants' children was prepared by the Advisory Committee to the Council of Europe's Special Representative for National Refugees and Overpopulation. The CCC's Committee for General and Technical Education called a meeting of experts to examine the proposals. After suggesting certain amendments the committee expressed the view that the record would be of value to all pupils in foreign countries and should be widely adopted by States within the CCC and outside it. The revised career record will shortly be submitted to the CCC.

B. CO-OPERATING IN REMODELLING EDUCATIONAL SYSTEMS

i. Permanent education

The principles of permanent education — of education as an integrated life-long process involving the systematic provision of educational opportunities throughout life — underlie the whole of the CCC's current educational programme. Fundamental to this is the investigation of structures of education which will permit the element of alternation between work and study essential to make permanent education a reality. The result would evidently be unsatisfactory, however, if a system of recurrent education were merely grafted on as an appendage to existing primary, secondary and tertiary structures; existing inequalities in education would only be accentuated if there were an increase in educational facilities for adults which benefitted only those social groups most aware of the importance of education and most able to take advantage of it under the present system. For full use to be made of the opportunities offered by a framework of recurrent education the system has to become more learner-centred throughout to accord with the individual motivation of the student. This has implications not only for curricula planning but also for teacher attitudes and institutional structures on a wide scale. Permanent education is therefore nothing less than a new approach to the whole of the education process and as such it can be seen to be a cohesive factor throughout the CCC's programme.

The principal activity in this field takes the form of an intensive project on national pilot experiments in permanent education. This project is based on a policy document "Fundamentals for an integrated educational policy" originally produced in 1971 and adopted as a means of evaluating relevant pilot experiments. Six experiments were selected for study in the first evaluation phase (1973) and eight in the second (1974).

The approach and methodology used has striking advantages. The conceptual foundation was itself the result of study and consultation on a

European scale, and there is a continuous process of "double feedback" in that the concept as formulated in the policy document, and the theory of its implementation, can be further clarified and refined in the light of information derived from the experiments, and the amended concept will, in turn, give rise to improved criteria on which to base future experiments.

Periodically, consolidated reports of the findings to date are produced by the project director. The second such report (CCC/EP (74) 6 rev.) was presented in 1974 to the steering group of educationists responsible for the project. It consists of a critical analysis of the projects, detailing shortcomings and risks of errors.

With regard to nursery schools, following visits to schools in Sweden and France, the report made recommendations concerning the conditions in which nursery schools can fulfil their original purpose of reducing inequality of opportunity. These relate to the provision of adequate equipment and teaching staff, links with the primary school, and the association of parents with the life of the school.

Selected basic schools were visited in the United Kingdom, France and Switzerland. The main conclusions reached in this field concerned the necessity to give children guidance to enable them to make use of freedom of choice, the desirability of replacing examinations by continuous diagnostic evaluation and the advantages of the "open" school, which is centred on the child's motivation and attempts a fusion of the school and home environments.

In secondary education, studies were carried out in the Federal Republic of Germany and in Norway. The conclusion was reached that the experimental projects investigated represented great improvements on the normal secondary institutions. It was suggested that for changes in educational systems to be successful they should be radical and complete, involving a revision of socio-political structures. The status of teachers and their relationships with other groups (pupils, families) are the products of past situations which they tend therefore to perpetuate. It was suggested that the introduction of permanent education would have to be preceded by change in systems of teacher training and recruitment, and the incorporation into training courses of the elements of socio-psychological and politico-economic education necessary as a preparation for the orientation function inseparable from teaching.

Adult Education projects in France, the United Kingdom, Sweden, Norway, Switzerland, the Netherlands, Belgium and Italy were studied. Only preliminary comments were made since further studies in this area will continue until 1978. The projects were grouped as to whether they aimed at individual education for individual advancement (e. g. the Open University in the United-Kingdom) or at individual education for individual and collective advancement (e. g. trade union training in Belgium) or at collective education for collective and individual advancement (e. g. educational television for rural development in France).

The Steering Group selected the following experiments to be visited in the third evaluation phase, in 1975:

Secondary education:

— experiments in lower secondary schools (France)

— comprehensive and community schools (Ireland)

Higher education:

— the Roskilde University Centre (Denmark)

Adult education:

— "Political education" for adults in the Burgenland (Austria)

— Educational Service Centre for the Institutions of Adult Education (Federal Republic of Germany).

In addition to the Permanent Education project itself, work is in progress on several aspects of educational systems, viewed in the context of the permanent education concept.

a. *Pre-school education*

In deciding to launch an intensive project on pre-school education the CCC took account of the increasing importance being attached to early school attendance for all children over the age of three, in order to promote equality of opportunity in subsequent schooling. It has not proved possible to start the intensive project before 1975, but during 1974, as a contribution to this project, the CCC's Education Research Committee organised a working party of researchers to discuss the evaluation of pre-school experiments.

The meeting agreed that assessments of projects should include details of the contexts in which they are carried out — including historical, economic and political considerations which might affect progress. Careful consideration had to be given to delineating the precise objectives of the programme to be evaluated and to choosing research techniques appropriate for testing these objectives. It was agreed that more emphasis should be placed on evaluating a range of skills and abilities than on global measures such as I. Q. Evaluation studies should be repeated, as first results may be unduly influenced by initial enthusiasm. They should go beyond considering significance in purely statistical terms and consider what may be significant in educational or social terms. The working party papers will be published in 1975.

A meeting of experts was also held to discuss the future programme on the compensatory role of pre-school education. It was agreed that future

research should cover biological, psychological, social and educational factors; subjects were selected for four case studies, and possible areas for further study were defined.

b. *Participation*

The CCC's work in this area is aimed at assembling material which will guide governments in the democratisation of conditions in the school and in the promotion of educational methods conducive of future participation in society.

In 1973 a symposium was held on "Participation in education and education for participation". This was followed up in 1974 with a meeting of experts to evaluate the symposium's results and to prepare a study which is now to be compiled. This is to consist of national reports with an analytical commentary on them, and case studies of methods of co-management found to be successful in school experiments.

The question of participation in the operation of institutions of tertiary education has also received attention, and 1974 saw the production of a report analysing machinery for participation and the experience of its operation so far in CCC member States (CCC/ESR (74) 31).

Participation in school and university education was also taken as the main discussion theme for the annual meeting of educational non-governmental organisations held in November 1974.

b. *Curriculum Reform and Interdisciplinarity*

At both secondary and tertiary levels of education extensive work is currently being done in European countries on the revision of curricula to ensure that they are consistent with contemporary aims of education, the expansion of knowledge and new theories of learning.

Two intergovernmental symposia were held in 1974 under the auspices of the Committee for General and Technical Education on topics related to curriculum reform:

i. A symposium was held in the United Kingdom on the subject "An interdisciplinary approach towards the teaching of science subjects at secondary level"; the discussions centred on science education for *all* pupils. There was considerable support for the teaching of some form of integrated science to the 11 — 13 age range, but the degree of commitment to integrated teaching in the 13 — 16 range varied. Specially designed in-service training courses for teachers were recommended. The participants strongly recommended further action in science education by the CCC.

ii. A symposium was held in Luxembourg to examine the case for introducing new elements of knowledge into the upper secondary curriculum and the consequent implications for the construction of curricula and for teaching methods and teacher training. The subject raised fundamental problems of what is taught to the 16—19 age group and why. It was agreed that account should be taken of the general aims of education, the needs of society, pupils' wishes, financial possibilities, and teacher supply and training. It was recommended that the school seek to structure information received by pupils from out-of-school sources, in particular television. The meeting suggested several ways in which new elements of knowledge could be introduced into the upper secondary curriculum, as new disciplines or within existing disciplines regrouped or developed to make use of auxiliary elements. Working groups listed new elements of knowledge which had been introduced in recent years, and made detailed proposals concerning the organisation of studies and teaching methods.

In higher education the CCC's work on curriculum reform hinges on the intensive project begun in 1974. This has two main sections — curriculum reform in general, and curriculum reform in individual disciplines. Under the first section it is hoped to establish a European Register of selected Curriculum Reform Experiments, as a means of helping universities to develop and plan their own reforms. Under the second, key projects in certain disciplines are being selected for individual study. Work has begun in the fields of Social Work, Architecture, Biology and Engineering.

d. *Technical and Vocational education*

The intensive project on this subject organised under the supervision of the Committee for General and Technical Education concentrates on the role of technical and vocational education within the educational system as a whole, with regard to the development of continuing education. It aims at the reinstatement of technical education as an integral part of secondary education and at the provision of adequate training for changing opportunities and occupations.

A study was prepared in the course of 1974 on Mobility in technical and vocational education, analysing the various types of occupational mobility, their social and economic implications and the general conditions likely to encourage mobility of manpower. A revised version of this study will be presented at a symposium to be held in 1975.

Moreover, a meeting of experts was held to compare use of unit/credit systems in technical and vocational education in different member States and to draw up a framework for a general study to be commissioned.

If educational provision is to respond constructively to the needs of present and future society, information is required in technical and

vocational education concerning criteria for the choice of particular forms of training, the ways of adjusting teaching methods and course contents. Several individual subjects have already been studied for this purpose, and those currently under investigation are agricultural education and training for paramedical and social-work careers. Reports on the existing provision in different member States are now being produced.

A glossary has been compiled of basic terms used in connection with technical and vocational education in Europe. It is hoped that this will help to prevent misinterpretations at international meetings, symposia, etc.

e. *Structure and organisation of tertiary education*

In all member States, the enormous increase in the number of students in recent years and the implementation of the concept of permanent education have led to profound changes in the organisation and structure of the tertiary sector of education. As part of a programme aiming at the analysis and evaluation of national reforms and the promotion of innovation, a symposium was organised in the United Kingdom in April 1974 on the Reform and Planning of Higher Education, under the auspices of the Committee for Higher Education and Research. Issues discussed included present and future trends in student numbers and their allocation between different types of study, new teaching technologies, and other ways of improving the efficiency of higher education institutions to maintain the quality and quantity of higher education with limited resources.

The conclusions adopted covered a wide range of issues of higher education reform, including recurrent education, new teaching, learning and assessment methods, planning and finance (Report: CCC/ESR (74) 35).

Within the same section of its programme the Committee for Higher Education and Research has completed a series of studies of new developments (5 to 10 per country) in France, Germany, Norway, Switzerland and the United Kingdom. These have been analysed and compared with a view to enabling planners to take into account experience elsewhere when planning innovations in their own countries (CCC/ESR (74) 10 rev.).

f. *Adult education*

In 1975 a colloquy is to be held on "The integration of adult education within a framework of permanent education: trends towards self-management of education". Work in this area during 1974 concentrated mainly on the preparation of this colloquy and on initial and refresher training for adult educators. This latter subject is now to be included in the intensive project on adult education. It involves the working out of a fresh approach to the role of adult educators, within the concept of permanent education, essentially in terms of programming, counselling and acting as agents of

development and innovation. A study has been prepared entitled "Provisional typology of the functions of adult educators" (CCC/EES (74) 12), and the project will develop with case studies to be prepared in several member countries. Leading examples of adult training institutions will be selected and visited.

A preliminary report has also been prepared, under contract, by the European Bureau of Adult Education on the subject of legislation concerning adult education in Europe. This covers existing legislation in ten member States.

ii. Educational technology

There are at present in member countries numerous agencies which produce multi-media software and equipment for educational purposes. If duplication and wastage are to be avoided, and cost-effectiveness maintained, a strategy is needed for multinational co-ordination and co-operation in the production, development and use of multi-media material. Taken in its broader sense, educational technology entails changes in the organisational patterns and content of education and in the nature of teaching: it has particular significance in the context of the current emphasis on learner-centred education.

The CCC's activities in the field of multi-media systems, which concentrate on the software aspect, are supervised by a steering group on Educational Technology and have three interrelated objectives:

1. Promotion of a network of co-operation between European institutions concerned with multi-media systems:

— a colloquy, which will deal with practical ways of developing co-operation, has been prepared and will be held in 1975;

— a series of theory and policy workshops will begin in 1975;

— the proposal (drawn up by the Steering Group and Committee for Higher Education and Research) to set up a European Institute for multi-media Distant Study Systems in Higher Education is before the Committee of Ministers for a final decision. In October 1974 a symposium was held in France on inter-university co-operation in the organisation of distant study systems in higher education; participants recommended, inter alia, further study of copyright questions, and expressed the wish that the member states of the CCC should organise international meetings which would encourage co-operation between higher education distant study systems and pave the way for exchanges with those which are being set up.

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2. Evaluation of multi-media systems:

— in an attempt to devise an evaluation methodology, studies have been commissioned during 1973 and 1974 to give detailed examples of evaluation and precise information on the methods employed. A collection of seven studies will be published in 1975.

3. Specimen programmes of co-operation in multi-media learning:

— the most advanced part of this project concerns the unit/credit system for modern language learning by adults, described in Section A ii.

— work has begun during 1974 on a specimen project on the subject "ecology and environment". This will involve the devising of a multi-media course on environmental awareness for adult learners.

— two sample modules for an out-of-school mathematics course, dealing with vectors and matrices, have been prepared.

In addition to the programme of the Steering Group for Educational Technology, various related activities are carried out under the auspices of the Committee for General and Technical Education.

One of these activities is the study of the role of new media in innovation at school level. A symposium was hold in 1974 in Florence to study:

— the contribution of educational technology to teaching innovation;

— the implications of innovations for schools, administrators and planners;

— the technico-economic conditions required for the introduction of innovations.

Participants were in favour of gradual change with stability. They stressed the priority to be given to the retraining of teachers and to introducing a broader, more flexible approach to the definition of teachers' duties. The CCC was urged to promote systematic research into innovatory programmes and to devise methods of disseminating information about innovations in school systems and about the range of audio-visual equipment available.

A technical dossier is now being prepared on learning resource centres, and information is being compiled on the use of closedcircuit television in European schools.

Co-operation at European level in the joint production of teaching and learning resources offers significant opportunities for reduction of costs, which are very high at national level, and for the introduction of a more European outlook into education. Projects for the coproduction of films covering subjects in Geography, Physics, Biology and "Teaching and teachers" are in progress; during the past few years about 50 films have

been produced. The films are often accompanied by audio-visual material (e.g. slides, tapes, cassettes) to constitute a teaching package to be used in multi-media systems.

During 1974 the advisory groups for individual subjects met to examine scenarios and view productions completed, and to propose new series.

Physics: Two series will be completed in 1975 — on "The Solar System" and "Wave-particle duality". A series on "Electrostatics" will be finished in the course of 1976. Projects on "Relativity", "The Physics of solid bodies" and "The teaching of sciences in primary education" will begin in 1975. A series on "Electromagnetism" has been proposed.

Biology: Six of a series of twenty films on "The living body" have been completed. Two further series, "The living plant" and "The use of drugs" are planned.

Geography: Following an initial series of films on European countries concerning which little or no material existed previously (now being distributed in many European countries, in Canada and in the United States), a series on "Europe and its regions" is nearing completion and two further series, on "The cities and the European population" and "Transport and the transportation of energy" are being planned.

Teacher training: Subjects for a series of seven films have been agreed as follows: "The episcope", "Sound-editing programmes", "One-camera closed-circuit television", "Closed-circuit TV in institutions", "Learning resources centres", "Micro-teaching" and "The planning of learning situations by the use of different media".

A recent enquiry covering 12 films showed that a total of 5,000 copies of the films had been circulated in 10 countries, and that on average each copy is sent to different schools 20 times a year.

iii. Information and documentation

a. *EUDISED* (European documentation and information system for education)

An efficient system for retrieval and dissemination of educational information has become a vitally necessary precondition for developing educational co-operation to the full. Means must be found of avoiding unco-ordinated national development of bibliographical systems in computerised form. The EUDISED intensive project is therefore concerned with the provision of a basic service — the creation and, ultimately, the implementation of a system permitting effective and unimpeded international exchange of computer-held bibliographical data on educational material.

1974 saw the publication of one of the most important components of the EUDISED system, the multi-lingual EUDISED Thesaurus. This indexes key educational terms, giving equivalents in English, French and German, to be used essentially in improving access to data banks. Its use on a wide scale will greatly facilitate comparability and ease of interchange of material between data centres — including specialist ones — both nationally and internationally. The Thesaurus has been published commercially (by Mouton: Paris and The Hague). Spanish and Portuguese versions have also been published, and a Dutch version is in preparation.

Work has also reached completion on the other essential element in the system, the machine readable format and standards.

The preparatory stage has thus been completed and the project has now entered a phase of trial operation. The experimental implementation of the system is to be limited initially to the field of educational research and development.

In 1974 the Committee for Educational Documentation and Information agreed that experiments should be carried out on information in the following areas:

— on-going educational research (30 projects, in France, Federal Republic of Germany, Netherlands, Sweden and the United Kingdom).

— completed educational research (15 projects, in Belgium, Denmark, Netherlands, Norway and Switzerland).

— national pilot projects of educational reform (10 projects, in pre-school and primary education in the Federal Republic of Germany, in secondary education in France and in teacher-training in Austria).

A common worksheet for the computer processing of information on these projects was prepared, and worksheets for each project are being completed on this model. The results will be published in experimental bulletins in 1975, and abstracts of the completed research and pilot projects will be reprinted in newsletters.

Four case studies were commissioned on the organisation of national educational R & D information systems; these will describe the achievements and deficiencies of the present systems and outline future directions of development.

Analysis of the cost benefit aspects of EUDISED and of the technical problems of co-ordinated software development for the exchange of tapes between national centres are to be conducted in 1975.

This experimental implementation of the system is intended to give national agencies experience of working together within its framework and to demonstrate to national and international decisionmakers the potentialities of EUDISED as an information exchange system, thereby leading to its eventual implementation on a wide scale.

Close liaison has been achieved on the future development of this project with the Commission of the European Communities; a draft programme for 1976—78 has been drawn up in co-operation. This envisages the provision by the Commission of the resources for the technical functions which would be carried out centrally, while the CCC would retain the function of co-ordination.

b. *Co-operation with non-governmental organisations*

In order to keep non-governmental organisations in the field of education abreast of the CCC's work, and to explore areas where they might be associated with the work or might follow it up within their own circles, annual meetings are held of representatives of some 40 organisations dealing with all branches of education. These meetings serve both to give the CCC Secretariat an opportunity to explain the trends and results of the CCC's programme and to build up contacts between the participating organisations.

A two-day meeting was held in November 1973, with the principal theme of "Participation". It resulted in the adoption of texts on participation in school education and in higher education.

c. *Publications*

The declared aim of the CCC as a focus for European co-operation among its 21 member states in the fields of education and culture is to promote the dissemination of ideas, the study of common problems, the comparison of educational systems and the reinforcement of contacts between them and, as the logical outcome of these activities, the prosecution of joint action.

On the basis of this general objective, the CCC is providing and intends to gradually extend, an information and documentation service; it has emphasised the importance of this service as a mainstay of its actions in intensified European co-operation, providing a means of drawing the attention of member states, and especially of the decisionmakers, to the most advanced ideas and achievements in education and culture and of facilitating their adaptation to each member state's needs.

General information is provided by:

— the review "Education and culture" which publishes original articles on the CCC's forward-looking studies, with the aim of drawing the attention both of the public and of educators and cultural circles to the main problems arising at the present time in the fields of education and culture. This is now distributed in 7,000 copies in each official language and 2,000 in German;

— the Information Bulletin issued by the Documentation Centre for Education in Europe, whose purpose is to present in documentary form the principal results of the European co-operation undertaken in the framework of the CCC's programme and which reproduces, where appropriate, important policy texts adopted by the member States or by European ministerial conferences;

— the bulletin "Newsletter / faits nouveaux" which provides documentary information for the benefit of innovation centres, planners, etc., on educational reform and development measures taken in the member states.

Publicity is being reinforced by:

— direct distribution of summaries of CCC publications and / or the conclusions of studies to selected national institutions, associations and journals;

— participation, as appropriate, in book exhibitions;

— other measures, such as the issue of booklets on the policy, structure, aims, methods, and programme of the CCC.

Studies of a high standard produced in the course of the CCC's other activities are selected for publication if their likely impact warrants it.

During 1974, the following title was added to the "Education in Europe" series:

Religion in School History Textbooks

and the following were added to the series of Companion Volumes:

Diversification of Tertiary Education

Higher Education — Distant Study Systems

Training of Teachers of Migrant Workers' Children

Training of Teachers in the Use of Audio-Visual Media

Children's Recreation Activities: facilities and animation (English only) and European Curriculum Studies No. 9: Social and Civic Education.

A synthesis of studies on European cultural diplomacy, compiled by Anthony Haigh, was published by the Council of Europe under the title "Cultural Diplomacy in Europe", and has been placed on sale.

iv. Co-operation in educational research

Apart from the EUDISED project, described in section iii (a), the CCC's programme in the area of research co-operation centres on the activities of the Committee for Educational Research. During 1974 the

Committee laid the basis for a new work programme based on two main elements — the continuation of the system of commissioning European Trend Reports, and the holding of "Contact Workshops" on selected subjects.

The object of the Workshops as a method of operation is to bring together researchers working in the same field to compare project design, methodology and results to date while their projects are actually in process. The projects are selected on the basis of nomination by governments of national projects of educational reform; since the participants are all directly involved in research it is intended that discussion should take place at a high technical level and that the workshops' papers and conclusions should provide material for publications of a high standard.

Two experimental workshops were held in 1974. One of these, as described in section i (a), dealt with the evaluation of pre-school experiments. The other brought together 18 project directors and heads of specialised research centres to discuss compensatory education for the socio-culturally disadvantaged.

The pilot projects discussed followed different approaches in accordance with their national and local situations. There was, however, general agreement on the potential benefits of compensatory action aimed at improving the scholastic achievements of pupils from socio-culturally disadvantaged homes — despite the present pessimistic view often found in educational circles in Europe. There was also a broad consensus on what should constitute the educational content of compensatory programmes. Particular importance should be attached to the promotion of cognitive development, although anticipation of school learning should be avoided. The active participation of disadvantaged families in the pre-school activities was agreed to be a decisive factor for success or failure, as were sufficiently early access to pre-school education and continuity between pre-school and school. The concept of mastery learning had proved of great value, in enabling specific techniques to be developed which allow each learner to progress at his own pace, but this required a decentralised school system and a flexible approach.

An educational research symposium was held in Germany to compare the evaluation of school reform pilot projects carried out at national or local level, and to investigate the scope for co-ordination of projects in this area. There were four main themes: centralised versus decentralised innovation; the role of teachers, pupils and parents; action research versus classical-empirical research, and evaluation techniques. The main purpose was to compare developments in the participants' respective countries in the evaluation of school reforms and corresponding research methods. The most useful evaluation projects were agreed to be those where the researchers are active participants, together with teacher administrators and parents, throughout the project.

It was agreed that the scientific evaluation of school reform projects was at a preliminary experimental stage, and that much remained to be done in working out a suitable methodological approach and appropriate scientific processes and instruments.

Another important element in the committee's programme has concerned the training and career structures of educational researchers. The Working Party which has been studying this question has now finalised its recommendations and produced a publication incorporating four papers. The proposals of the Working Party constitute a coherent new system for the training of researchers in education, in a two to four-year period of formal postgraduate education, stressing empirical research and behavioural sciences. This system could be transferred to any other field of the social sciences. Furthermore the Working Party proposed a new system for the career structures of educational researchers based on the concept of "primary" research centres at universities and elsewhere and on "secondary" research and development centres co-operating at the local level with teachers, school managers, parents etc.

The publication is intended for distribution to universities in member States and to selected colleges of education.

II. CULTURAL DEVELOPMENT

The Cultural Development programme of the CCC consists for the most part of projects aiming at medium and long-term results in helping to define the desirable role and scope of public action in the cultural field; with this objective it sets out to analyse the nature and function of culture itself in post-industrial society, and proceeds from the conviction that the overriding need is to think out cultural policies in terms of individual needs and capacities, rather than in terms of providing everyone with a cultural policy pre-determined in its contents and structures. In this respect — its orientation towards the needs of the "recipient" — the cultural programme echoes what is one of the principal concerns of the educational programme. The value of the European perspective lies in the scope which it presents for objective analysis of large-scale problems and the joint evaluation of different approaches and solutions. The acknowledgement that there are innumerable forms of cultural expression in European society is a fundamental feature of the CCC's work, but all countries are nevertheless faced with similar problems of the adjustment of the individual to successive transformations in his overall environment and all countries may therefore benefit from co-operating in the examination of possible solutions and in making their future plans on the basis of broader knowledge of social, economic and cultural realities.

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Cultural policy and the needs of the individual. (Photo: Documentation Française, Paris)

A. EUROPEAN ART EXHIBITIONS AND EVENTS

The "service" activities of the CCC in the educational field are parelled in the cultural programme by only one activity — the organisation, usually every second year, of art exhibitions and related cultural events.

Since the 15th Council of Europe Exhibition, to be held in Brussels, had to be postponed for budgetary reasons from its previously scheduled date in 1974 to the summer of 1975, no exhibition took place in 1974.

This delay, however, has not been entirely counter-productive, as it has allowed more thorough preparation of the 1975 exhibition, with its main themes of "Marriage" and "The mask and its traditions". Four museums will participate in exhibiting material, and a series of accompanying television items will be broadcast.

Possible subjects for future exhibitions, to develop a series on popular art and traditions, were suggested at a meeting of experts which was held partly for this purpose and also to discuss publicisation of the exhibitions. Five potential subjects were proposed, and suggestions were made for the compilation of a European inventory of archives dealing with art and popular traditions.

B. CULTURAL POLICY

i. The Management of Cultural Affairs

The projects in this area aim to provide a set of basic analytical tools for use by governments and local authorities in establishing rational cultural policies.

Cultural Statistics

In this field the aim is to produce a handbook setting out principles for collecting and presenting the statistics required as a basis for effective policy-making. During 1974 this work progressed in the form of a series of consultations involving statisticians from various countries, with the aim of making a critical assessment of the first version of the handbook and extending its international scope. The handbook will be finalised in 1975.

Cultural Expenditure

An analysis is being prepared of both public and private expenditure in order to identify trends and define some of the priorities for public authorities. This project will also be completed with the production of a handbook in 1975 formulating a methodology for the presentation of financial data on culture.

Cultural Development in European Towns

Since 1970 an experimental study has been in progress of the cultural development of certain European towns. The project involves making a joint systematic study of the cultural policies in these towns, with the object of maximising their effectiveness and their responsiveness to the aspirations of the various strata of the population.

Fourteen towns now participate: Akureyri (Iceland), Annecy (France), Apeldoorn (Netherlands), Bologna (Italy), Esbjerg (Denmark), Exeter

(United Kingdom), Krems (Austria), La Chaux-de-Fonds (Switzerland), Lüneburg (Federal Republic of Germany), Namur (French-speaking Belgium), Örebro (Sweden), Stavanger (Norway), Tampere (Finland), Turnhout (Flemish-speaking Belgium).

During the exploratory phase, in the first two years of the project, an international group worked out a co-ordinated research plan to be used for the objective analysis of cultural life in the towns investigated; areas were selected for analysis, and ways were established of controlling and co-ordinating the investigations. During 1974 each town drafted a report on the development of its contribution to the project, and research team leaders from each of the participating towns met to draw up in profile the final report to be produced in 1976. This will include details of the cultural activities in each town, analyses of the needs of the local population and its sub-cultures, and accounts of the different methods of operating of the local authorities concerned. An analysis of the objectives of cultural policy in certain towns will also be made.

The co-ordination and executive group also met to prepare a colloquy on the evaluation of the project, to be held in 1976, and to give an opportunity for an exchange of views between those responsible for cultural policy in the different towns.

ii. Cultural Promotion

The aim of this part of the programme is to help member governments to gain a deeper insight into cultural needs and trends developing in society which require new types of response, so that cultural life may proceed in conditions which allow every person, whatever his social category, freedom of self-expression. Within this area there are three main projects.

Socio-cultural aspects of community development

In order to encourage a cultural decentralisation which would extend the access of individuals of all social backgrounds to cultural life, the role of the "animateur" in the community must be developed to the fullest possible extent. By this means it may be feasible to move away from the traditional cultural structures, designed for a minority, which discourage many individuals from finding a means of cultural expression.

The training and status of animateurs is therefore a question of central importance. In Brussels in November 1974 a symposium was held on this subject, and consensus recommendations were formulated on the following lines:

— the animateur's working relationships should be determined more by his links with his group than by those with his employer;

— the profession should be as open as possible;

— training ought principally to consist of practical experience rather than academic-style courses;

— equal training opportunities ought to be open to those with non academic qualifications;

— Socio-cultural animation ought to cover a very large field of activities: adult education, youth, arts and craft education, etc.

The programme in this area will now be developed to follow up the suggestions made at the symposium and to work in the general direction of establishing a framework for the career and training of animateurs which will distinguish them from arts administrators, social workers and adult educators.

In order to compare and assess different attempts to decentralise cultural decision-making, a preliminary report was commissioned in 1974 to analyse successes and failures on the basis of experience in 3 countries — the Netherlands, Sweden and the United Kingdom. It is hoped that this will demonstrate ways and means of linking decentralisation with a positive policy for cultural promotion, and will exemplify methods of ensuring that local populations can participate in the formulation of policy and the administration of their cultural activities.

While facilities for training and practice — often in highly developed forms — are available to professional artists, the same is not facilities for encouraging creativity over a broad range of activities will have to be developed if they are to be capable of attracting all sections of society. A system of national correspondents was set up to help in the collection of information of European interest on innovations relating to facilities and animation. A meeting of these correspondents was held to discuss the exchange of information of different types and to give preliminary thought to a symposium on animation in new towns which is to be held in 1976.

This is one of the programme areas affected by the CCC's desire to accelerate progress in the Cultural Development field to match the reactivation of the educational programme which began with the inauguration of the seven intensive projects. Innovations in creativity will be one of the priority areas for 1975 and 1976.

Communication

Methods of cultural dissemination are clearly a crucial element in cultural policy. In the present decade technological innovations and the changing attitudes caused by them are having a radical effect on traditional concepts and institutions. Helping governments to work out their

policies for audio-visual communication on the basis of the fullest possible information — political, legal, economic, technical and social — is the purpose of this project, which is now in its fourth year of operation.

In the exploratory phase a series of studies on different aspects of television and new audio-visual methods was completed. This included such subjects as audience research methods, public participation in television, and management of local radio stations. It was then agreed that from 1973 the first priority for detailed study should be the implications of cable television. This is a matter which involves considerable investment and which has repercussions on traditional broadcasting as well as possibly broad economic, political and socio-cultural effects. It is particularly important to avoid the establishment of incompatible systems.

A group of experts on this subject was convened to advise on the detailed preparation of the programme. The group acknowledged the value of a rapid, co-ordinated information system which would keep legislators and programme directors abreast of the latest technological advances. Too much information was currently kept in the hands of the initiated few. It ought to be circulated in a popularised form and thus serve as a broad basis for reflection on possibilities of application.

The group considered that technical knowledge should be amplified by a systematic study of the cultural applications of the new media. Two types of activity were proposed to the Council of Europe:

— Documentary surveys of current projects. This documentation would appear at regular intervals and consist mainly of summaries of studies carried out in Europe and North America.

— Publication of an inventory of the various possible solutions to the major problems of audio-visual technology. This inventory would contain a description of the technical, financial, legal and cultural arrangements adopted by certain states, bodies or groups in order to launch new forms of television.

The meeting agreed that studies to be conducted in 1974 should deal mainly with experiments in light-weight video-animation in informal groups and "semi-institutional" video, eg in situations where video-bus and videograph facilities are being established. It was proposed that the project should be developed in 1975/76 with studies of institutional forms of radio and television and discussion of the establishment in several countries of "Councils for Audio-Visual Communication".

A comparative study of innovations in cable television is now being prepared by experts in accordance with a common guide; a series of visits to experiments of particular interest is planned.

Creativity and the mass media

The "visual element" has been singled out for particular attention in this project because of its significance in the physical (especially urban) environment and in relation to the mass media.

The aim of the work is to make leaders of the audio-visual media (especially television producers) aware of the possibilities of the media, particularly television, for stimulating the individual's potential for creativity. Close and fruitful collaboration has been established with television organisations so as to encourage them to develop activities which correspond to the objectives of "cultural promotion".

Part of the project relates to the appreciation of the aesthetics of the environment — encouraging people to become aware of their daily surroundings and to develop a sense of responsibility for the protection of the environment. In this context, a meeting was held to bring together representatives of national television organisations and environmental specialists for a viewing session at which they were shown experimental programmes aiming at creating greater awareness of the aesthetics of the environment. As a result the participants requested the Council of Europe to take the initiative of asking heads of television organisations to produce very brief "spot" programmes, to be broadcast at peak viewing times — e. g. drawing attention to European Architectural Heritage Year. The award by the Council of Europe of a prize for the best "spot" of this nature was proposed.

A study was also commissioned in 1974 on another way of reaching the public — the "Town Trails" which are being introduced in many places in the United Kingdom.

Another aspect of the project involves the investigation of audio-visual languages. A project of co-ordinated research on the understanding of the message and language of television productions as perceived by different types of audience is to be carried out in three countries: Denmark, Ireland and the United Kingdom. The preparation was begun with a meeting of experts to lay down the framework for the research and to prepare a colloquy to be held in 1976, at which the results of research by the Leicester Centre for Mass Communications Research and by Radio Denmark will be presented. It is hoped that this may stimulate experimental productions on similar lines in other European countries.

C. SPORT

During 1974 work on the Sport for All programme focused on the preparation of the Conference of Ministers responsible for Sport to be held in Brussels in March 1975.

The Draft European Charter for Sport for All is to form one of the main topics for discussion at the conference, and the preparation of a final text — defining the principles, aims and methods of a specific policy for developing Sport for All — figured on the agenda of several meetings.

A colloquy was held on the topic "Research into factors influencing the practice of Sport for All"; the researchers who participated formulated recommendations for future research policy and drew up a list of major tasks necessary as a preparation for a scientifically based general theory of the practice of sport. Within the same programme, aimed at co-ordination of scientific research, a further meeting in a series of annual meetings of directors of major research insitutes was held. This meeting compiled a list of priority areas for research and recommended the setting up of a network of national centres to assist with the dissemination of information.

Another sector of the Sport programme relates to the rationalisation of sports policies. In 1972 an outline of a methodology for this purpose was drawn up by Mr. B. Castejon (Spain). In 1974, following governmental consultations on this question a meeting was held of representatives of countries wishing to pursue the proposals made. Arrangements were made for the preliminary collection of basic information, and for the preparation, of reports on national situations.

D. YOUTH

In recent years all youth activities have been centred on the European Youth Centre and the European Youth Foundation, which are now, as institutions, independent of the CCC.

These institutions were, however, created for the benefit of youth. The Committee for Out-of-School Education and Cultural Development has agreed that there remains a need to revive an intergovernmental programme in this area, in order to develop opportunities for dialogue between governments and youth organisations. It is believed, moreover, that an information service is needed to provide permanent contact between young

The European Youth Centre

people, their organisations, research workers, research centres and all those who have to take decisions on youth policy.

The Committee has expressed the view that the new programme should run parallel to and complement the work being done under the aegis of the European Youth Foundation and the European Youth Centre, analysing relations between member countries and young people and so making it possible to define the place of youth in the development of society. It has also stated that activities on behalf of young people should be based on analysis with them of their own needs, on their participation and on a definition of their status in contemporary society.

An exploratory study of participation by young people in social structures was commissioned, and considered by the Committee in November 1974, along with the report of a working party on this issue. The main item in the draft programme as recommended by the committee consists of the drafting, promulgation and distribution of a European Charter for youth participation. Other activities in the programme include action towards creating a European network for information on research on youth questions, and promotion of the practice of consulting youth organisations with consultative status on all the Council of Europe's programmes and activities.

The committee's proposals will be considered by the CCC in 1975.

APPENDIX A

List of symposia organised in 1974 by the Directorate of Education and of Scientific Affairs

Reform and planning of higher education
(Oxford, 1-5 April)

The problems of continuity and co-ordination between compulsory education and forms of secondary education
(La Manga, 22-27 April)

Teaching innovations in school systems using new methods and media
(Florence, 20-25 May)

An interdisciplinary approach towards the teaching of science subjects at the secondary level
(Exeter, 8-14 September)

Interuniversity co-operation in distant studies
(Dijon, 30 September-5 October)

The evaluation of school reform pilot projects with regard to the general trend towards decentralised innovation
(Kassel, 14-18 October)

The introduction of new elements of knowledge into upper secondary education
(Luxembourg 4-8 November)

The training and status of socio-cultural animateurs
(Brussels, 18-22 November)

APPENDIX B

Reports, publications and material for display

I. Basic texts

European Cultural Convention (1954).

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953).

European Convention on the Equivalence of Periods of University Study (1956).

European Convention on the Academic Recognition of University Qualifications (1959).

European Convention on the Protection of the Archaeological Heritage (1969) and explanatory report.

European Agreement on Continued Payment of Scholarships to Students Studying Abroad (1969).

CCC and Cultural Fund — Basic texts.

II. Documentation and periodicals published in 1974

General

Annual report of the CCC — 1973.

Education and Culture, review of the CCC and of the European Cultural Foundation, Nos. 24, 25 and 26 (published three times a year in separate English and French editions). [1]

Information Bulletin of the Documentation Centre for Education in Europe, Nos. 1-3/1974 (published three times a year in separate English and French editions).

Newsletter/Faits Nouveaux, information on educational developments in member countries, Nos. 1-5/1974.

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1. A German edition of the review is published by Europa Union Verlag, Bonn. It is obtainable directly from the publisher (Stockenstraße 1-5, Postfach 643, D-53 Bonn).

Education Documentation and Information

Terminology of national educational institutions:

Netherlands	— DECS/Doc (74) 3
Norway	— DECS/Doc (74) 13
Turkey	— DECS/Doc (74) 10
Scotland	— DECS/Doc (74) 18
Sweden	— DECS/Doc (74) 5
Italy	— DECS/Doc (74) 6 (French only)

(Documents on the other member states were produced in 1973.)

EUDISED: Thesauri in educational documentation

— Differences in use between Thesauri and Classification schemas, by F. W.de Regt (DECS/Doc (74) 2). (English only);

— Organisation of National Educational R & D Information and Communication Systems — Analysis Guide, by B. Gran/S. Marklund (DECS/Doc. (74) 14);

— Linkage personnel and linkage functions in an educational information system: a Swedish case study by B. Gran (DECS/Doc. (74) 25);

— Committee for Educational Documentation and Information, Annual Meeting, Strasbourg, 15-16 May 1974 — Summary Report (DECS/Doc. (74) 12).

Educational Research

Educational Research Symposium on the Evaluation of School Reform Pilot Projects, Rheinhardswaldschule, near Kassel, Federal Republic of Germany, 14-18 October 1974 (papers published in Information Bulletin No. 1/1975).

Workshop on Action Research concerning Compensatory Education for Disadvantaged Children with particular regard to Pre-school and Primary Education, Strasbourg, 7-11 October 1974 (papers published by the Documentation Centre for Education in Europe in Spring 1975).

Working Party on Evaluation Variables in Pre-school Experiments (report published in May 1975 by the Documentation Centre for Education in Europe). Committee for Educational Research, Annual Meeting, Strasbourg, 18-19 June 1974 — Summary Report (DECS/Rech (74) 25).

Committee for higher education and research

Papers for Oxford symposium on "Reform and Planning of Higher Education".

Papers for Dijon symposium on "Interuniversity cooperation in distant studies".

Conclusions of meeting of experts on dental education (CCC/ESR (74) 6).

Resolution on the principles governing admission to tertiary education (CCC/ESR (74) 9 rev.).

Legal protection of academic degrees, titles and diplomas (CCC/ESR (74) 19).

Declaration on the application of the European Convention on the Equivalence of Diplomas leading to Admission to Universities (CCC/ESR (74) 20 rev.).

Report on the status of modern language lectors in the CCC countries (CCC/ESR (74) 25).

Student participation in the CCC member countries in 1973 (CCC/ESR (74) 31).
Report of the Working Party on the Legal Protection of Academic Diplomas, Titles and Degrees Strasbourg 29 April (CCC/ESR (74) 39).

Final report of Symposium on Reform and Planning of Higher Education, Oxford 31 March - 5 April (CCC/ESR (74) 49).

New assessment and examination methods in higher education (CCC/ESR (74) 51).

Standardisation of computerised personal files for students — present situation in the CCC member states (CCC/ESR (74) 76).

Report on the problem of the publication and exchange of theses (CCC/ESR (74) 92).

Report of the Working Party on the Level of Academic Attainment in Medical Education, 2nd meeting, Strasbourg 3-4 December (CCC/ESR (74) 98).

Report of the Working Party on the Level of Academic Attainment in Pharmacy, 2nd meeting, Strasbourg 21-22 November (CCC/ESR (74) 99).

Principles governing the position of lectors abroad (CCC/ESR (74) 101).

European register of selected curriculum reform experiments — national reports.

General and Technical Education

Survey of the activities on pre-school education of the Committee for General and Technical Education during the period 1970 by B. Ulvhammar (CCC/EGT (74) 5);

Report on assessment and guidance in the context of the Committee for General and Technical Education 's activities from 1963 to 1973 by H. Levarlet (CCC/EGT (74) 6);

Fifth supplementary report on technical education within the framework of the activities of the Committee for General and Technical Education by P. Schleimer (CCC/EGT (74) 17);

Survey of the activities of the Committee for General and Technical Education in the field of secondary education from 1962 to 1973 by H. Reimers (CCC/EGT (74) 32);

Report on the planning of curricula by L. Géminard (CCC/EGT (73) 26);

Report on the work of the Council of Europe in the field of curricula by L. Géminard (CCC/EGT (74) 7);

Report on methodologies for planning curricula by L. Géminard (CCC/EGT (74) 8);

Reports of symposia:

The early teaching of a modern language — Wiesbaden, November 1973 (CCC/EGT (74) 10);

The problems of continuity and co-ordination between compulsory education and forms of secondary education — La Manga, April 1974 (CCC/EGT 7(4) 23);

Participation in education and training for participation — Brussels, November 1973 (CCC/EGT (74) 24);

Teaching innovations in school systems using new methods and media — Florence, May 1974 (CCC/EGT (74) 25);

An interdisciplinary approach towards the teaching of science subjects at the secondary level — Exeter, September 1974 (CCC/EGT (74) 27);

The introduction of new elements of knowledge into upper secondary education — Luxembourg, November 1974 (CCC/EGT (74) 33).

Reports of meetings and miscellaneous:

Second meeting of experts to take stock of the progress so far achieved in modern language teaching in member States of the CCC and to plot the main activities for the future — Strasbourg, December 1973 (CCC/EGT (74) 2);

Second meeting of national correspondents for the continued training of teachers — Strasbourg, September 1974 (CCC/EGT (74) 28);

Advisory Group for the co-production and distribution of teaching resources — Madrid, July 1974 (DECS/EGT (74) 65);

Information document of school holidays in the member States of the CCC (CCC/EGT (74) 14).

Out-of-School Education

i. *Permanent Education*

Permanent Education — Evaluation of pilot experiments: Interim report (CCC/EP (74) 6 revised).

ii. *Adult Education*

"A typology of adult educators" — Analysis of the constituents of a system for the continuing education of adults (CCC/EES (74) 12 revised).

Publication "Systems development in adult language learning" (1973).

"Modern languages in adult education".

Report of the Symposium organised at St Wolfgang (17-28 June) on A unit/credit system for modern languages in adult education (EES/Symposium 57, 10).

iii. *Educational Technology*

"International exchanges of educational software"
Study by Mr. André Deprad (CCC/TE (74) 5).

"A european information system for non-book materials"
Study by Mr. L. A. Gilbert (CCC/TE (74) 12).

"European co-production of multi-media educational programmes"
Study by Mr. Roland Garnier (CCC/TE (74) 23).

"Problems and perspectives in european multi-media systems development"
Study by Professor H. van Praag (CCC/TE (74) 25).

Cultural Development

Cultural Accounts

"Cultural statistics and cultural accounts in Italy" by Mr. G. Bechelloni (CCC/DC (74) 20).

"Cultural accounting" by Mr. A. Peacock and Mrs. C. Godfrey (CCC/DC (74) 38).

"Expenditure on Culture in Sweden" by Mr. J. C. Kleberg (CCC/DC (74) 67).

Cultural Decentralisation

"Decentralisation of cultural promotion at the decision-making level: experiences in the Netherlands, Sweden and the United Kingdom", by Mr. H. T. Bourdillon (CCC/DC (74) 76).

Local Authorities

"Experimental study of the cultural development of European towns: La Chaux-de-Fonds" by Mrs. J. Huther (CCC/DC (74) 16).

"Research and cultural policy" by Mr. J. Coenen (CCC/DC (74) 32).

"Exeter: decision-making in the cultural field" by Mr. S. J. Mennell (CCC/DC (74) 72).

Socio-cultural Animation

"Animation and the cultural industries, the French experience" by Mr. P. Moulinier (CCC/DC (74) 80).

"The School and the socio-cultural development of the community" by Mr. M. Mason (CCC/DC (74) 82).

"Socio-cultural community development for a common type of housing area" by Mr. J. A. Simpson (CCC/DC (74) 93).

Report of the Symposium on "The status and training of socio-cultural animateurs" (Brussels, 18-23 November 1974) by Mr. M. Hicter (CCC/DC/Symposium (74) 9).

Communication

"New broadcasting techniques" by Mr. E. Noël (CCC/DC (74) 102).

"Remarks on television programmes by and for restricted communities" by the Fondation pour le Développement culturel (CCC/DC (74) 44).

Creativity (Aesthetic dimension)

"Television and the Aesthetics of the environment" by Mr. M. Eisenbeis (CCC/DC (74) 51).

"Aesthetic education of those responsible for the human environment" by MM. C. Cléro and R. Viard (CCC/DC (74) 4).

"Creativity — Visual education and artistic expression" by Mr. R. Gerbex (CCC/DC (74) 5).

"Television and creativity of young people" by Mr. J. P. Golay (CCC/DC (74) 89).

"Video Art — challenges and paradoxes" by Mr. R. Berger (CCC/DC (74) 98).

III. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation

A. "EDUCATION IN EUROPE" SERIES [1]

SECTION I — HIGHER EDUCATION AND RESEARCH

The Teaching of Geography at University Level by J. Tricart (1968) — 90 pages, published by G. Harrap Ltd.

Detailed critical analysis of conditions in which geography is taught at university level in the various CCC member states and the place this subject occupies in higher education and society.

The Teaching of Economics at University Level by J. F. H. Roper (1970) — 288 pages, published by G. Harrap Ltd.

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1. Works in this series, including companion volumes, can except where otherwise indicated, be obtained free of charge on request from the Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67006 Strasbourg-Cedex, France. Since these publications exist in relatively small numbers, they are reserved in the first instance for those with responsibility in the education and cultural fields and graduates engaged in research.

All titles published by Harrap must be purchased either directly from the publisher (P.O. Box No. 70, 182 High Holborn, London W.C.1.) or from booksellers.

The Screening of Students by J. M. Daniels (1970) — 90 pages, published by G. Harrap Ltd.

Study of the quantitative and qualitative data on the results of school-leavers and of the process of selection as well as of the scientific and administrative problem posed by the methods of selection.

The Teaching of Mathematics at University Level by F. Fiala (1970) — 163 pages published by G. Harrap Ltd.

Comparative study of existing situation and trends, concentrating especially on comparing curricula with a view to establishing criteria for equivalence.

Companion volumes

Reform and Expansion of Higher Education in Europe (1967) — 264 pages.

Fourteen national reports on the situation of universities in member countries of the CCC. Common problems with different and therefore stimulating solutions.

European Research Resources: Geography by J. Tricart (1968) — 49 pages.

Analysis of the conditions of geographical research as determined by the nature of the subject; its organisation; posibilities of international co-operation.

European Research Resources: Photochemistry by Dr Martin Fischer (1970) — 162 pages.

Study based on a document discussed in 1969 by a group of photochemistry experts in Strasbourg. It gives the research situation in member states for this branch of science.

Mobility of University Staff by H. Lesguillons (1973) — 152 pages.

Study outlining the conditions required for an effective mobility policy for teachers and research workers. Describes the efforts of the Council of Europe, Unesco and the European Communities to secure such a policy.

Reforms and New Trends in Medical Undergraduate Education by U. Friberg (1973) — 158 pages.

Comparative study of the present situation at university level in nine member countries of the CCC.

Higher Education — Distant study systems by Robert Lefranc (1974) — 151 pages.

Study dealing with various experiments and organisations, mainly in western Europe, which provide post-secondary distance study by means of radio and

television, correspondence courses and various media. Analysis of the purpose of the courses, their organisation, methods, audiences and results.

Diversification of tertiary Education (1974) — 41 pages.

Study describing diversification of tertiary education and attempting to identity its aims, resources and implications; initial theoretical section illustrated, in the second section, by means of case-studies arising from various national schemes.

SECTION II — GENERAL AND TECHNICAL EDUCATION

The Observation and Guidance Period by Y. Roger (1967) — 140 pages.

An analysis of the main features of pupil observation and guidance in the different vertical and horizontal systems.

History Teaching and History Textbook Revision by O. E. Schüddekopf in collaboration with E. Bruley, E. H. Dance and H. Vigander (1967) — 258 pages. Out of stock. French edition still available.

Result of the work of four experts. Eeach chapter of this study is devoted to one particular aspect of history teaching demonstrating the gradual realisation of a sense of European unity.

Geography Teaching and the Revision of Geography Textbooks and Atlases by E. C. Marchant (1968) — 140 pages.

Results of the four conferences on removal of bias in school textbooks and their improvement. Contains chapters on Europe and its regions; type of maps needed for the most effective study of this continent; source material and toponymy; a summary of supplementary publications.

Examinations — Educational Aspects by A. Agazzi (1968) — 150 pages.

The problem of examinations may be considered as a common denominator of contemporary agitation in the universities and this work deals with examinations from the point of view of comparative teaching and future prospects.

The Place of History in Secondary Teaching by E. H. Dance (1968) — 126 pages, published by G. Harrap Ltd.

A comparative study based on reports presented by twenty countries at a course held at Elsinore.

School Systems — A Guide (2nd revised edition, 1970) — 300 pages, from Concil of Europe Sales Agents listed at the end of the volume.

A survey covering general, technical and vocational education and teacher training, with figures and diagrams up to date to 1970.

The Countries of Europe as seen by their Geographers, compiled by E. C. Marchant (1970) — 197 pages, published by G. Harrap Ltd.

A collection of individual essays contributed by a geographer from each country described, prefaced by a general chapter on Europe and its regions.

The Teaching of Geography at School Level by E. C. Marchant (1971) — 195 pages, published by G. Harrap Ltd.

Essays on trends in geography teaching in each country, together with an analysis of the replies of governments to a questionnaire on such teaching at both primary and secondary level.

The Education of Young People in Europe by A. Petersen (1973) — 132 pages.

Description of and comments on new policies for the education of young people and trends in the education systems of European countries.

Education for Business and Administration by B. Rust (1973) — 152 pages.

Deals with particular features of business education, the history of its development and its place in the curriculum, in the context of the current demand for commercial education to play an increasingly important role.

Religion in history textbooks (1974) — 199 pages.

Do school history books give religion the place it deserves? Consideration of this question and of proposals for a scientific teaching method giving religion due weight, in terms of quantity and quality, formed the subject of symposium held at Louvain University under the auspices of the Council of Europe and the Holy See; the completed studies are collected together in this work.

Companion volumes

Towards a European Civic Education during the First Phase of Secondary Education by Yves Roger (1969) — 44 pages.

The work contains a number of useful pointers for teachers engaged in civic education at the lower secondary level. It completes a series of three studies in this field sponsored by the CCC.

European Curriculum Studies:

No. 1 Mathematics by Van Halls and D. Humphreys (1968) — 100 pages.

No. 2 Latin by E. P. Story (1969) — 49 pages.

No. 3 Biology by A. Saunders (1972) — 145 pages.

No. 4 Chemistry by J. J. Thompson — 124 pages.

No. 5 The Mother Tongue by Julia Marshall (1972) — 71 pages.

No. 6 Physics by W. D. Halls, P. Figueroa, R. J. Griggs (1972) — 106 pages.

No. 7 Economics by W. Bonney Rust (1972) — 107 pages.

No. 8 History by E. E. Y. Hales (1972) — 50 pages.

No. 9 Social and Civic Education by W. Bonney Rust (1973) — 152 pages.

Full accounts of teaching of these curricula in the upper classes of academic secondary schools.

Catalogue of audio-visual documents for the training of teachers (1970) — 196 pages. Out of stock. French edition still available.

This catalogue gives detailed information about film strips, slides, film and audio aids dealing with the following subjects: the history of education, the organisation of education, educational methods, child and educational psychology, teaching techniques, information on education and careers, special schools.

Report on films for the teaching of mathematics in Europe by P. Burgraeve (1970) — 120 pages.

An inventory of films on mathematics at present available which have been produced in Belgium, Francs, Ireland, Switzerland, the United Kingdom and Yugoslavia. It presents a wide cross-section, complete with commentaries, and deals with the direction of future research in the field of films for teaching purposes.

Technical and Vocational Education: Six Area Studies by D. Porter (1970) — 147 pages.

Comparative study of areas in six countries with particular reference to significan promote the development of the pupils' creative faculties.

How to Visit a Museum by Pierre Rebetez (1970) — 186 pages.

Shows how museums and schools by uniting their efforts for teaching purposes can promote the development of the pupils' creative faculties.

The Educational Aspects of School Building (1971, English only) — 67 pages.

Sets out results of two international conferences, held in Austria and the Netherlands, attended by educators, administrators and architects.

The Educational Needs of the 16-19 Age Group by H. Janne and L. Géminard (1973) — 72 pages.

Studies, from the sociological and educational points of view, of the position of this age group, based on national reports provided by the Ministries of Education of the member states of the CCC.

Modern Languages in School by H. Neumeister (1973) — 74 pages.

Copiously illustrated study, of curricula, methods and trends in the teaching of modern language in Europe.

Training of teachers in the use of audio-visual media par Robert Lefranc (1974) — 103 pages.

The author describes different types of training, taken from different countries, which he finds both significant and transferable, and concludes by hoping that every country will continue to develop its programmes for training and re-training teacher in modern techniques, and also that national measures will be harmonised, supplemented and enriched at the international level.

Training of teachers of migrant workers' children by Louis Warzee (1974) —.

A study which compares information provided by countries of emigration and immigration, and which seeks to outline a suitable teacher training programme.

SECTION III — OUT-OF-SCHOOL EDUCATION AND CULTURAL DEVELOPMENT

The Literature of Science Popularisation — A study of the present situation in member states of the Council for Cultural Co-operation by Jean Pradal (1969) — 105 pages..

After defining popularisation, the author comments on the various media resorted to: auditive visual, audio-visual and literary, concentrating particularly on the latter.

Today and Tomorrow in European Adult Education by J. A. Simpson (1972) — 219 pages.

A study of the present situation and likely future developments.

Cultural Diplomacy in Europe by Anthony Haigh (1974) — 246 pages.

The inside story of an aspect of international relations: cultural diplomacy, including studies of national attitudes and collective experience, and valuable research into the history of the post-war period. A work strongly recommended to students of international affairs.

Companion volumes

Directory of Youth Organisations by J. Jousselin (1968) — 340 pages.

This volume with more than 1600 youth organisations, both national and international, is intended for all those people, institutions and authorities involved or interested in youth activities.

The Organisation of Youth in Europe by J. Jousselin (1968) — 125 pages.

A comparative study in two parts, the first dealing with youth organisations (origins and objectives, evolution, diversity etc.) and the second with the organisation of youth (youth policy etc.).

The Responsibilities of Women in Social Life by A. Zucconi (1968) — 27 pages.

Pilot study, based on the documentations and recommendations given by nine countries. Active share of women in political life and professional activities; the role of women in the society and the family; associations for women etc.

Sport for All — Exercise and Health by P. O. Astrand (1969) — 34 pages.

First of a series of publications on this subject, it describes how physical training can provide a means of combating the ageing process and indicates how sport should be practised.

The Status and Training of Youth Leaders by G. Vessigault (1969) — 352 pages.

The publication summarises and supplements the results of the courses, takes stock of the situation in member countries and outlines themes of research with a view to finding solutions to common problems.

Public Supervision of Correspondence Courses — The Harmonisation of Legislation by Isaäc J. Sloos (1969) — 56 pages.

In the acquisition of knowledge which is essential to anyone who is not content to stagnate, teaching by correspondence plays an increasingly important role. Its development will call for the application of general regulations for the prevention of abuses.

Educational Leave — A key factor of permanent education and social advancement by R. Crummenerl and G. Dermine (1969) — 128 pages.

This study is the production of a research team. It presents a general survey of the legal provisions and the collective conventions or other agreements governing leave granted for educational purposes in sixteen countries participating in the activities of the CCC.

The Place of Education by Correspondence in Permanent Education by E. G. Wedell (1970) — 98 pages.

This study takes stock of the situation in member states. The author points out the countries which make use of correspondence courses and deals with the intitutions providing them, as well as with the methods and the supervision and assessment of results.

Sport of all — Five Countries Report (1970) — 140 pages.

The second of a series of publications on Sport for All. The aim of this volume is to present an outline of the experience of five European countries (Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom.).

Sport for All — Physical activity and the prevention of disease by Dr Ph. Réville (1970) — 43 pages.

Studies, and presents facts and figures on, the beneficial impact of physical activity (especially non-competitive sport) on health.

Sport for All — Low-cost Swimming Pools (1970) — 84 pages.

Sets out general principles, and includes three specific studies by Dutch, Austrian and Swedish architects on a type of construction which will enable greatly increased numbers to benefit from swimming facilities.

Facilities for Cultural Democracy (1971) — 41 pages.

Presents the results of the 1970 Rotterdam Symposium on socio-cultural equipment of towns, in which architects, town planners, administrators, sociologists and educators participated.

Sport for All — Low-cost Sports Halls (1972) — 66 pages.

A study of the essential infrastructure enabling increasingly wide sections of the population to engage in physical exercise.

Youth and Social Change by H. Kreutz (1973) — 114 pages.

A sociological examination of the behaviour of youth in relation to social change, and a comparative study of other research work on this subject.

Permanent Education: The basis and essentials (1973) — 68 pages.

Evidence selected from 15 studies is used to demonstrate how and why traditional education is likely to be superseded by permanent education.

Systems Development in Adult Language Learning (1973) — 156 pages.

Progress report on research towards the development of a unit/credit system for modern language learning by adults.

Children's recreation activities — Facilities and animation by Gustav Mugglin (1974) —.

Providing facilities for the games and recreation activities of children of school age and below is an issue of increasing importance. This study enquires into present day needs and the best means of meeting them for different age groups, with different but overlapping needs.

Permanent Education (1970) — 512 pages.

A compendium of studies commissioned by the CCC as its contribution to United Nations International Education Year.

Companion volumes

Films for the Teaching of European Geography by Th. Hornberger (1968) — 52 pages.

A preliminary collation of audio-visual material available in Europe for the teaching of European geography. Contains the results of Mr Hornberger's enquiry and the lists of films produced by the various member countries of the Council for Cultural Co-operation.

Second Seminar on Direct Teaching by TV — Scheveningen 1968 (1969) — 47 pages.

This seminar, which considered applications to adult education only, concentrated on the assessment of needs and the evaluation of results.

The Reception of and Response to Modern Language Teaching Programmes by Television Intended for the General Public by Wolfgang Halm (1970) — 120 pages.

Analyses the results of a survey carried out in member countries. A follow-up to *Modern Language Teaching by Television.*

Cultural Co-operation: an Experiment (1972) — 58 pages.

An explanatory summary of the achievements of the CCC in the cultural sphere.

B. PUBLICATIONS OF THE DOCUMENTATION CENTRE FOR EDUCATION IN EUROPE [1]

EUDISED Project

EUDISED 1969:

Vol. I. Report of the Working Party on the Application of Computer Techniques to Educational Documentation and Information (51 pages).

Vol. II. National Reports (124 pages).

Vol. III. Technical Studies (129 pages) (in English).

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1. The publications of the Documentation Centre are distributed free of charge and can be obtained from the Centre, at the Council of Europe, 67006 Strasburg CEDEX.

EUDISED 1971:

Vol. I. Report of the Steering Group 1971 (40 pages).

Vol. II. Technical Studies (203 pages) (in English).

EUDISED 1973:

Standards, format, character representation 1973 (126 pages).

Coward, R. E.:	Report of the Working Party on EUDISED formats and standards
Linford, J. E.:	Draft EUDISED format
Bernhard, R.:	Character sets and character representation for the EUDISED network.

Multilingual EUDISED Thesaurus 1973, English, French and German versions published by MOUTON Publishers, Paris and The Hague (416 pages)

on sale in bookshops, price $ 4.50, FF 48,—, DM 29,— (Spanish version in preparation).

Technical Studies 1973-4 (203 pages).

Shilfrin, M.:	Preliminary Study for the Design of a Coding System to Identify the Physical Forms of both Book and Non-book Educational Materials
Gorman, M.:	Eudised Format Limited Coding
Gorman, M.:	Eudised Film Format
Gilbert, L. A.:	A European Information System for Nonbook Materials Suitable for Educational Use (in English only).

Educational Research

European Surveys: 1970 — 4 vols. + index volume.

Educational Research Policy in European Countries — 1973 Survey (169 pages).

Second Colloquium of Directors of Educational Research Organisations, Paris, November 1973: Working papers (100 pages).

Report on the Training and Career Structures of Educational Researchers (94 pages).

C. WORKS PUBLISHED IN NON-OFFICIAL LANGUAGES [1]

Actividades extraescolares y educazion civica (P. R. Fozzard).

La idea de Europa en la ensenanza media (René Jotterand).

Publ. Doncel, Eugenio Salazar, 2º D, Madrid-2.

1. These works are obtainable directly from the publishers.

Europa im Unterricht (René Jotterand).

Publ. Europa Union Verlag GmbH, Köln.

Lehrerbildung (J. Majault).

Schul- und Berufsberatung — Tatsachen und Probleme (M. Reuchlin).

Publ. Verlag Julius Beltz, Weinheim und Berlin.

Europese Vorming in de hoogste klassen van de scholen voor voortgezet onderwijs (René Jotterand).

Para-scolaire Aktiviteiten en Staatsburgerlijke Vorming (P. R. Fozzard).

Europese burgerschapsvorming in de eerste jaren van het voortgezet onderwijs (Y. Roger).

Publ. Centrum voor Europese Vorming in het Nederlandse Onderwijs;
Sekretariaat: Oudegracht 90, Alkmaar.

Rapporto sulla scuola secondaria superiore (H. Janne and L. Géminard).

Publ. Editore Armando Armando, Via della Gensola, 60-61 — Rome.
Italian version of the study *The educational needs of the 16-19 age group.*

D. OTHER PUBLICATIONS [1]

Paedagogica Europea — Review of European Education — Volume VII (Diversifying Post-Secondary Education in Europe) — 148 pages (1972). Articles in English, French or German. Published by L. C. G. Malmberg, N. V. Uitgiver, S-Hertogenbosch, George Westermann Verlag, Brunswick.

Schools in Europe by Professor Dr Walter Schultze — Published on behalf of the German Insitute for International Educational Research in co-operation with the Council for Cultural Co-operation of the Council of Europe.

Volume I: Iceland, Norway, Sweden, Finland, Denmark, Federal Republic of Germany, Austria, Switzerland.

Volume II: Great Britain, Ireland, Netherlands, Belgium, France, Luxemburg.

Volume III: Portugal, Spain, Italy, Greece, Cyprus, Turkey, "Ecoles Européennes".

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1. These works are obtainable directly from the publishers.

English, French and German editions: Verlag Julius Beltz, D 694 Weinheim/ Berlin, Postfach 167.

Multilingual Vocabulary of Film Terms — Numercial and alphabetical list of about 900 terms in English, French, German, Dutch, Italian, Spanish and Danish, published under the auspices of the Council of Europe by the Netherlands Information Service (43 Noordeinde, The Hague) (1962).

Multilingual Vocabulary of Educational Radio and Television Terms — Numerical and alphabetical lists containing about 800 terms in English, French, German, Italian, Dutch, Spanish and Swedish. Published (1971) under the auspices of the Council of Europe by the *Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen*, Bayerischer Rundfunk, 8 München 2, Rundfunkplatz 1, Federal Republic of Germany.

L'après télévision by R. Wangermée and H. L. Lhoest — One of series "Les grands rapports" published by Hachette (French only).

Analyse et prévision — Special edition devoted txo conclusions of the colloquy on "Prospects of cultural development in Europe" published by SEDEIS (Paris) (French only).

Cahiers JEB 1973 — Les loisirs des enfants: équipement et animation, by G. Mugglin — Study in series published by the Belgian Ministry of Education and Culture. Also in a German edition *Freizeitstätten für Kinder und Familien*, published by Pro Juventute, Zurich.

THESES WRITTEN BY FELLOWSHIP-HOLDERS AND PUBLISHED BY A. W. SIJTHOFF (LEYDEN, NETHERLANDS) IN THE "EUROPEAN ASPECTS" SERIES

Culture

G. Pirrone	*Une tradition européenne dans l'habitation* (1963)
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N. Antonopoulos — *La jurisprudence des organes de la Convention européenne des Droits de l'Homme* (1967)

H. Wiebringhaus — *Gerichtshof für Europa?* (1967)

Among other publications in the "European Aspects" series

A. H. Robertson — *The Council of Europe* (1962).

TRANSLATIONS OF LITERARY WORKS FROM LESSER-KNOWN EUROPEAN LANGUAGES

a. INTO ENGLISH

The Garden Where the Brass Band Played by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch).

Poems by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964 (From Galician).

Character by F. Bordewyk (Peter Owen, London, 1966) (From Dutch).

I Come from a Raging Sea by Evert Taube (Peter Owen, London, 1960) (From Swedish).

Only a Game by Cla Biert (Peter Owen, London, 1968) (From Ladin).

Icelandic Poetry (An anthology of —) by Eirikur Benediki (Ministry of Education, Reykjavik, 1968) (From Icelandic).

The Lost Musicians by William Heinesen (Twayne Publisher, Inc., New York, and the American - Scandinavian Foundation, 1971) (From Danish).

b. INTO FRENCH

Poésies autrichiennes 1900-1965 (Bergland Verlag, Vienna, 1966).

Nouvelles by A. Papadiamantis (From Greek).

Contes du Frioul by Caterina Percoto (From Friuli).

Poèmes by Juan Maragall (Ministry of Foreign Affairs, Madrid, 1968) (From Catalan).

Suite poétique maltaise by Laurent Ropa (Ministry of Education, Valetta, 1970) (From Maltese).

Resquilleur — Nouvelles choisies by M. S. Esendal (Ministry of Education Press, Istanbul, 1971) (From Turkish).

IN THE EUROPEAN FOLKLORE SERIES

European Folk Tales (Rosenkilde and Bagger, Copenhagen, 1963).

European Folk Ballads (Rosenkilde and Bagger, Copenhagen, 1967).

Théâtre populaire européen (Maisonneuve et Larose, Paris, 1967) (French only).

European Anecdotes and Jests (Rosenkilde and Bagger, Copenhagen, 1972).

IV. Publications and material for display based on the European Art Exhibitions

CATALOGUES

— First Exhibition: "Humanist Europe" (in French and in Dutch).

— Second Exhibition: "The Triumph of Mannerism from Michelangelo to El Greco" (in French and Dutch).

— Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque" (in Italian).

— Fifth Exhibition: "The Romantic Movement" (in English).

— Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (in French and in English).

— Seventh Exhibition:"Romanesque Art" (in French and in Spanish).

— Eighth Exhibition: "European Art around 1400" (in French and in German).

— Ninth Exhibition: "Byzantine Art as a European Art" (in French and in English).

— Tenth Exhibition: "Charlemagne — His life and work" (in French and in German).

— Eleventh Exhibition: "Queen Christina of Sweden and her Epoch" (in English and in Swedish).

— Twelfth Exhibition: "Gothic Art in Europe" (in French).

— Thirteenth Exhibition: "The Order of St John in Malta" (in English).

— Fourteenth Exhibition: "The Age of Neo-Classicism" (in English).

SETS OF NOTES AND COLOUR SLIDES

Publications filmées d'art et d'histoire, 13, rue Carvès, 92 - Montrouge VI^e^, have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

— First Exhibition: "Humanist Europe".

— Second Exhibition: "The Triumph of Mannerism".

— Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque".

— Fourth Exhibition: "The Age of Rococo".

— Fifth Exhibition: "The Romantic Movement".

— Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (three volumes).

— Seventh Exhibition: "Romanesque Art".

— Eighth Exhibition: "European Art around 1400".

— Ninth Exhibition: "Byzantine Art as a European Art".

— Tenth Exhibition: "Charlemagne — His life and work".

— Eleventh Exhibition: "Queen Christina of Sweden and her Epoch".

— Twelft Exhibition: "Gothic Art in Europe".

— Thirteenth Exhibition: "The Order of St John in Malta".

— Fourteenth Exhibition: "The Age of Neo-Classicism".

Each consists of a booklet containing an introduction and notes on each painter and each work of art. These monographs have been written by the most eminent specialists on the period.

APPENDIX C

Programme financed by the Cultural Fund in 1974

ESTIMATED RECEIPTS
TO FINANCE THE 1974 PROGRAMME
(Head I to IV of estimated expenditure)

	FF
1. Contribution of member states of the Council of Europe (guarantee)	3 850 000
2. Contributions from non-member states having acceded to the European Cultural Convention	310 675
a. Spain	188 650
b. Holy See	4 600
c. Finland	61 600
d. Greece	55 825
3. Other contributions	200 000
a. Voluntary contributions from governments	200 000
b. Contributions from other sources	p. m.
4. Other receipts	121 000
a. Royalties	5 000
b. Sale of publications	20 000
c. Bank interest	60 000
d. Miscellaneous	36 000
Total	4 481 675

1974 PROGRAMME

			FF
Head	I	— *Education*	947 130
Section	I.0	— General sector	
Section	I.2	— General and technical education	1 060 300
Section	I.3	— Higher education	346 120
Section	I.4	— Adult education	128 900
			2 482 450
Head	II	— *European co-ordination and co-operation in matters of research in the tertiary sector of education*	108 450
Head	III	— *Cultural development*	426 560
		Youth	p. m.
		Sport for all	233 700
			660 260
Head	IV	— *General services*	1 230 320
		Total . . .	4 481 480

HEAD I

Education

Section I.0 — *GENERAL SECTOR*

I.0.1	Permanent education [INTENSIVE PROJECT No. 1]	164 000
I.0.2	Education technology	285 000
I.0.3	Educational documentation and information	265 900
	Eudised-project [INTENSIVE PROJECT No. 2]	
I.0.4	Educational research and development	289 800
I.0.5	Modern languages	p. m.

		FF
I.0.6	Standing Conference of European Ministers of Education . .	p. m.
	Total of programme etsimates for Section I.0	1 004 700
	Less technical reductions	57 570
	Total of allocations granted	947 130

Section I.2 — *GENERAL AND TECHNICAL EDUCATION*

I.21	*Structure and organisation of fundamental education* . .	252 300
I.21.1	Pre-school education [INTENSIVE PROJECT No. 3:]	
I.21.21	Education for the 16-19 age group — organisation and structure	
I.21.3	Education for participation	
I.21.4	Technical and vocational education [INTENSIVE PROJECT No. 4]	
I.21.5	School Systems — A Guide	
I.22	*The teacher*	465 000
I.21.1	Training of teachers (general)	
I.22.2	Specialised and supplementary training of teachers	
I.22.3	Continued training of teachers	
I.23	*Curricula*	223 800
I.23.1	Interdisciplinary studies	
I.23.2	Bringing up to date of the curriculum	
I.23.3	Extension and improvement of modern language teaching in fundamental education	
I.23.4	Theory and practice of curriculum in upper secondary education	
I.23.5	European studies	
I.24	*Media and methods*	133 300
I.24.1	Co-production of teaching and learning resources	
I.24.2	The role of new media in innovation at school level and of the methods to be applied	

		FF
I.25	*Assessment and guidance*	61 000
I.25.1	Methods of assessment	
I.25.2	Educational and vocational guidance	
Total of programme estimates for Section I.2		1 135 400
Less technical reductions		75 100
Total of allocations requested		1 060 300

Section I.3 — *HIGHER EDUCATION*

I.31	*Structure and organisation of tertiary education*	226 800
I.31.1	Diversified development of tertiary education in member states	
I.31.2	Participation in the management/operation of individual institutions	
I.31.3	Staff structure and status; mobility of staff and students; equivalence of qualifications	
I.31.33	Equivalence of qualifications [INTENSIVE PROJECT No. 5]	
I.31.4	Admission to higher education	
I.32	*Initial and in-service education of teachers*	p. m.
I.32.1	Basic training of teachers in tertiary education	
I.32.2	Retraining of teachers in tertiary education	
I.33	*Curriculum reform and development*	126 000
I.33.1	Curriculum reform in general	
I.33.2	Curriculum reform in individual disciplines [INTENSIVE PROJECT No. 6]	
I.33.3	Preparation of environmental study courses (ecology)	
I.34	*Media and methods*	14 000
I.34.1	The study of new teaching and learning methods and new media in general	
I.34.2	Educational technology	

	FF
I.35 *Assessment and guidance*	10 000
I.35.1 Research into new methods of assessment	
Total of programme estimates for Section I.3	376 800
Less technical reductions	30 680
Total of allocations granted	346 120

Section I.4 — *ADULT EDUCATION*

I.41 *Organisation, contents and methods of adult education* [INTENSIVE PROJECT No. 7]	138 000
I.42 *Initial and refresher training of adult educators*	
Total of programme estimates for Section I.4	138 000
Less technical reductions	9 100
Total of allocations granted	128 900

HEAD II

European co-operation and co-ordination in matters of research carried out in the tertiary sector of education

II.1 *Co-operation and co-ordination*	107 500
II.11 European research resources	
II.12 Planning and support of university research	
II.13 Support for the creation of non-governmental associations of research workers	
II.14 Grants to research seminars	
II.15 Co-operation at European level between research libraries	
II.2 *Encouragement of research newly emerging fields and the integration of certain new concepts*	7 000
II.22 Promotion of research into higher education	
Total of programme estimates for Head II	114 500

		FF
	Less technical reductions	6 050
	Total of allocations granted	108 450

HEAD III

Cultural development, youth, sport for all

III.1	*Management of cultural affairs*	138 000
III.11	Analytical instruments	
III.111	Cultural statistics	
III.112	Cultural expenditure	
III.12	Case studies	
III.121	Experimental study of cultural development in European towns	
III.13	Research and documentation	
III.131	Research	
III.132	Documentation	
III.2	*Cultural promotion*	232 400
III.21	Animation	
III.211	Innovation	
III.212	Decentralisation	
III.213	Training of animateurs	
III.22	Communication	
III.221	Cable television	
III.23	Creativity	
III.231	Introduction to audio-visual languages	
III.232	Stimulation to creativity by the mass media	
III.233	Appreciation of the aesthetics of the environment	
III.234	Collaboration with the cultural industries	
III.3	*European expressions of culture*	71 000
III.31	Exhibitions and other manifestations of European culture .	
III.32	Encouraging artistic creation [INTENSIVE PROJECT No. 9]	

		FF
III.4	*Youth*	p. m.
III.5	*Sport for all*	246 000
III.50	Instruments of co-operation	
III.51	Objectives chosen by member states	
III.52	Means of national policies	
III.53	Co-ordination of research	
Total of programme estimates for Head III		687 400
Less technical reductions		27 140
Total of allocations granted		660 260

HEAD IV

General services

IV.1	*Information and publications*	368 500
IV.2	*General co-operation with NGOs* (in general)	22 000
IV.8	*Experts, consultants, additional operational staff and official journeys of the secretariat*	829 270
IV.81	Ad hoc consultations of experts	
IV.82	Liaison missions of experts	
IV.83	Consultants and additional operational staff	
IV.84	Official journeys of the Secretariat	
IV.9	*Sundry and unforeseen expenditure*	25 000
IV.91	Sundry expenditure	
IV.92	Unforeseen expenditure	
IV.93	Indirect taxes	
Total of programme estimates for head IV		1 244 770
Less technical reductions		14 450
Total of allocations granted		1 230 320

APPENDIX D

Balance sheet at 31st december 1974

ASSETS

			FF
I.	*Liquid assets*		
	— Banks		1 096 922,19
II.	*Assets in progress of collection*		
	— Assets to be collected		1 499,60
II.	*Realisable assets*		
	— Fixed term deposits on money market .		600 000,—
IV.	*Sundry debtors*		
	— Member States of Cultural Fund 1972-73-74 (Budgetary guarantee) . .	479 786,30	
	— Other debtors	5 258,42	485 044,72
V.	*Debit operations awaiting settlement*		
IV.	*Sundry debtors*		
	— Member States of Cultural Fund 1972-73-74 (Budgetary guarantee) . .	479 786,30	
	— Other debtors	5 258,42	485 044,72
V.	*Debit operations awaiting settlement*		
	— Interest accruing but not due		5 066,67
			2 188 533,18

LIABILITIES

I.	*Sundry creditors*	
	— Receipts for allocation and regularisation .	4 072,—

71

	FF
II. *Special accounts for operational activities*	
— Special project "Mobility"	128 475,17
III. *Provisions to be constituted at the close of the financial year*	
— Provisions for liabilities still to be coded .	954 866,08
IV. *Final balance*	1 101 119,93
III. *Provisions to be constituted at the close of the financial year*	
— Provisions for liabilities still to be coded .	954 866,08
IV. *Final balance*	1 101 119,93
	2 188 533,18

Strasbourg, 31 January 1975

Signature of the Financial Controller

Edmond LUCAS

For the Secretary General,
Director General of Administration
and Finance

A. DAUSSIN

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